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ABSTRACT

This paper focuses on public school program development to correct the effects of segregation. It suggests concrete measures and plans for the Cleveland Leadership Academy, which is designed to enhance instruction and access. Cleveland City School District's Remedial Order is a court-approved blueprint for desegregation that mandated management and leadership training for all school district staff, including staff administrators, supervisors, and principals. Five developmental programs promote the administrative leadership of both practicing and prospective administrators: (1) the Administrator Preparation Program provides comprehensive training for personnel who are seeking administrative promotional opportunities; (2) the Administrator Renewal Program furnishes specific leadership and management skills; (3) the Administrator Retraining Program addresses the needs of administrative underachievers; (4) the Future Leaders Preparation Program identifies and encourages potential leaders to pursue comprehensive training; and (5) the New Administrator Program focuses on furnishing immediate and consistent support to "new" administrators. Support components complement the five training programs by providing leadership assessment capabilities; by promoting personal and organizational growth; by focusing on clinical supervision/instruction; and by incorporating a variety of unique postsecondary courses that address the theoretical aspects of public school management. Among the academy's accomplishments is the successful implementation of "effective schools" research, which provides the conceptual and contextual impetus for the development and implementation of the academy's programs and its related components. (JAM)

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Program Development Trends and Issues

The Cleveland Leadership Academy

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Background Of The School District

The School System

The Cleveland City School District is the largest school system in Ohio. Currently, the district enrolls 73,263 students (6,281 kindergarten, 35,375 elementary, and 31,607 secondary). This student population represents a diverse ethnic composition (69.7% Black, 24.4% White, 4.6% Hispanic, 1.1% Asian, and .2% Native American). Approximately 35% of the district's graduates go to college.

The district consists of 81 regular elementary schools, 23 intermediate schools, 12 comprehensive high schools, 11 magnet/vocational schools, and two special schools. The schools are arranged into six clusters administered by six area superintendents. Each cluster includes elementary and secondary schools (from various sections of the city). Students are assigned to schools based on home address, grade, and program. Assignments are organized so that the students walk to school during some years and are transported in other years.

The Desegregation Effort

On August 31, 1976, the U.S. District Court issued a Liability Opinion that found the Cleveland Board of Education and the Ohio State Board of Education in violation of the Fourteenth Amendment of the Constitution for intentionally maintaining a segregated school system. To support this conclusion, the Order described how boundary changes, optional attendance areas, portable classrooms, school construction, relay classes, transportation, special transfers, and faculty assignments contributed to the segregation of the Cleveland School System.

The Federal District Court issued a Remedial Order in the case of Reed vs. Rhodes on February 6, 1978. The Remedial Order is the blueprint for desegregation of the Cleveland City School District. The scope of the remedies mandated in the Order was extensive. The Court addressed educational issues in addition to the desegregated reassignment of students. The reassignment of pupils was formulated with a view towards accomplishing the complete desegregation of the school system in the safest, most efficient, and most economical manner consistent with a sound educational program.

Further, the District has the Court-mandated obligation of developing educational programs that will correct the effects of prior segregated schooling to the greatest extent possible. Among the obligations contained in The Final Standards for Implementation of the Remedial Order is the call for training all school district staff, consistent with identified needs, to include, but not be limited to, management and leadership training for administrators, supervisors, and principals consistent with their identified skill needs and the district priorities.

In partial fulfillment of its responsibility, the State of Ohio Department of Education produced a court-approved Plan for Administrative and Educational Reform. The plan indicated that the training of administrators was crucial to the success of Cleveland's desegregation effort.

Purpose And Background Of The Project

Need

As previously stated, various legal mandates required that the District establish a comprehensive administrator training program. In addition, an urgent need surfaced as a result of the implementation of an Early Retirement Incentive Program to develop a pool of trained individuals who could replace those administrators retiring after the 1986-87 school year. It was estimated that the district would need to appoint 80 new administrators prior to the start of the 1987-88 school year. (At the same time, 400 new teachers also would need to be recruited.) The financial resources needed to institutionalize such a program and assure the availability of quality leadership during the next five years were estimated at approximately $1,000,000. The District's General Fund, alone, however, could not support the initiation, development, implementation, and institutionalization of a comprehensive, long-term training program. It was determined that external support would be critical to accomplishing the goal of insuring the long-term availability of quality administrative leadership. A proposal for funding was prepared by the members of the Cleveland City School District Staff Development Division and faculty in the Kent State University College of Education. The proposal was submitted to The Cleveland Foundation, and after several meetings was approved for funding.

Project Focus

The program, developed by members of Cleveland's Staff Development Division and faculty from Kent State University, includes five developmental programs which promote the administrative

leadership of both practicing and prospective administrators. Various phases of each program become operational throughout a five-year period. Each of the five programs has a distinct purpose. The focus of each is described below:

The Administrator Preparation Program is designed to provide comprehensive training for all district personnel who are seeking administrative promotional opportunities. Based on input provided by the Leadership Academy Advisory Council, the Early Retirement Incentive Committee, and a review of the research literature, it was decided that training would be focused on five major themes determined to be critical to successful leadership in the Cleveland Public School District. These topics include: (a) an overview of the Remedial Order and theimplementation skills needed as they relate specifically to student assignment, counseling and guidance, testing and tracking, reading, student rights, personnel practices, and school-based management; (b) an understanding of self and others in relation to the development of a personal management style; (c) leadership/instructional fundamentals with an emphasis on the administrator's role in improving employee production/student achievement; (d) generic leadership/management fundamentals with primary emphasis on communication, organization, planning, situational leadership, and management change; and (e) managing the school site with emphasis on supervision, evaluation,

curriculum, effective schools concepts, and school-community relations.

The New Administrator Program for first-year administrators focuses on providing immediate and consistent support to "new" administrators as they perform their day-to-day responsibilities. Besides offering formal training sessions held monthly and presented by successful administrators and university instructors, the program features a support coaching/mentoring component that assigns "new" administrators to successful administrators. This association ensures immediate assistance, guidance, and support to first-year administrators when operational problems occur at the job site.

The Administrator Renewal Program is designed to provide practicing administrators with experiences that enhance both their management and leadership skills. Those administrators who voluntarily participate in the program become familiar with emerging trends and practices and have opportunities to practice new management behaviors. The purpose of providing such opportunities is to retain and enhance administrative effectiveness. Two major components offered in the renewal program include: (a) scholars-in-residence, a program that engages local and national level educational leaders on sabbatical to provide Cleveland participants with focused dialogue, applied research understandings, and experimental learning experiences, and (b) administrator visitations and exchanges, a program that

encompasses exchanges within and between school districts and the corporate community that broadens the experiences of Cleveland's practicing administrators.

The Administrator Retraining Program is designed to address the needs of those administrators who are performing at less than optimal levels. Based upon the belief that poor administrative performance retards the growth of both staff and students, those participants identified by their immediate supervisors as needing improvement are assisted in recognizing their deficiencies and are provided with support strategies aimed at improving specific management skills. Also, the coaching/mentoring model incorporated within the first-year administrator training program is to be used to provide retraining support.

The Future Leaders Preparation Program is designed to identify and encourage potential leaders of the future to pursue comprehensive training. Emphasis is placed on encouraging non-administrative personnel who demonstrate leadership potential to participate in program preparation activities. Employees from groups traditionally under-represented within the administrative ranks of the district (women and minorities) are prime candidates for this program.

To complement the five training programs, four support components, described below, were also included in the plans for the Leadership Academy:

The NASSP Assessment. Designed to identify potential administrator candidates and assess the unmet needs of practicing administrators, this component provides the district with the type of data that can be used to better meet the needs of those participants enrolled in each of the proposed programs. The prototype is the NASSP Assessment Center Project, developed by the National Association of Secondary School Principals (NASSP). The Project makes use of simulations to tap a wide variety of behaviors confronted by administrators. After rigorous training, certificated assessors (Cleveland Administrators) will be able to use both observational and scoring techniques to assess the leadership capabilities of potential administrators.

The Professional and Personal Growth Programs. Two programs that are to promote personal and organizational growth, both professionally and personally, as well as achieve organizational goals were included in the project: (1) the Investment in Excellence Program developed by The Pacific Institute. The video portion of the Investment in Excellence Program focuses on the attainment of job satisfaction and improved productivity. These goals are reached through the enhancement of employee morale and the development of a renewed commitment to achieve the organizational goals of the District. Among the major components of this training are possibility thinking, perception and truth, self-image and belief, adjusting attitudes to reach goals, change without stress, self-talk,

affirmations, self-esteem and performance, successful motivation, and guides to goal settings; and (b) the Achievement Formula developed by Crisci, March, and Peters. The Achievement Formula includes a training program and a student achievement prediction, monitoring, and enhancement system that are integral to the formula. The Achievement Formula model provides a practical link between the tenets of the Effective Schools research and the predicting, monitoring, and achievement of improved student performance.

The Human Resource Development Component. Included are many of the programs currently being offered by the Staff Development Division of the Cleveland system that have been demonstrated to be extremely helpful to practicing administrators. Those programs, for example, which focus on the development of basic "survival" skills have received the enthusiastic endorsement of administrative participants. Examples of the topics presented in such programs include clinical supervision/instruction, conducting an assembly, lunchroom management, communication with parents, etc.

The University/College Collaborative. A cooperative endeavor between the Cleveland district and institutions of higher education incorporates a variety of unique courses addressing the theoretical aspects of public school management presently being offered at various universities/colleges in northeast Ohio. Representatives of the Staff Development Division and faculty from several

universities plan continued collaboration to assure that new courses offered meet the needs of Cleveland administrators.

Review of the Literature

Cleveland's Leadership Academy is based on knowledge gleaned from an extensive review of the Effective Schools research and current staff development practices. A brief review of the most significant findings demonstrates that Cleveland's Academy has the potential for successfully achieving its stated objectives.

Forces of societal change have placed demands on school administrators to develop a diverse set of skills to manage schools. The results have been an increasing realization of the need for improved preparation programs and for more effective human resource development for practicing administrators. A growing body of research has shown a very positive relationship between the leadership ability of administrators and student growth in basic skills achievement (Austin, 1979; Azume & Madhere, 1982; Brookover & Lezotte, 1977; Duckworth, 1981).

The Effective Schools research has been a primary source of data used in planning Cleveland's Leadership Academy programs. Ronald Edmonds (1979), the initiator of the Effective Schools concept, indicates that successful urban schools have strong leadership and possess a climate wherein there is an expectation that students will learn. Considered one of the pioneers in Effective Schools research, George Weber (1971) identified five characteristics common to all effective schools in contrast to ineffective schools: (a) strong instructional leadership on the part of the building principal, (b) high expectations on the part of the teaching staff, (c) an orderly,

safe school climate, (d) a deliberate and consistent focus on pupil acquisition of basic skills, and (e) consistent and legitimate reinforcement of student achievement through frequent evaluation of outcomes. Collaboration of these findings can be found in the works of Edmonds & Frederickson (1978), Gigliotti and Brookover (1975), Lezotte (1982), Moody (1982), and Zerchykov (1984).

In their review of 1,200 school effectiveness studies, Clark, Lotto, and McCarthy (1980) discovered that among the foremost success factors in school effectiveness were instructional leaders who framed clearly stated goals for the entire district, set high achievement standards, and were entrepreneurial in procuring resources for teachers. One of the most frequently cited attributes of Effective Schools is the active presence of the principal as an effective instructional leader (Brookover, 1981; Clancy, 1982; Levine & Stark, 1982). Robinson (1985) lists nine attributes of successful instructional leadership. The effective principal: (a) plays an assertive instructional role; (b) is seriously goal- and task-oriented; (c) is well organized; (d) conveys high expectations to students and staff; (e) clearly defines and effectively communicates policies; (f) makes frequent classroom visits; (g) maintains high visibility and availability to students and staff; (h) provides strong, reliable support for the teaching staff; and (i) is adept at parent and community relations. Zerchykov (1984) surmised that instructional leadership is not a trait but a set of behaviors and previously acquired skills. It is neither dictatorial nor unassertive; it is nourished by a level of respect not imposed but created by a sense of followership. Effective instructional

leadership cannot be legislated; it is inherent in what a person does and says. Lezotte (1983) suggested that principals in Effective Schools are active participants in the educational process; conduct frequent, helpful classroom observations; involve themselves directly with instruction; and offer proven viable alternatives for unsuccessful situations. In reviewing seven studies of the principal as an effective leader, Cotton and Savard (1980) identified three common characteristics:

1. He or she sets, communicates, and monitors reasonable expectations to the staff.
2. He or she conducts frequent and substantive classroom observations.
3. He or she actively participates in the instructional program.

The building principal also has been identified by Crisci, March, and Peters (1986) in their Achievement Formula as critical in the process of predicting, monitoring, and promoting student achievement. Included in their work is an extensive administrator training program which has been shown to positively influence student achievement through the appraisal and improvement of classroom teaching. Cleveland's Leadership Academy includes adoption of the Achievement Formula approach and includes the training program and student monitoring system that are a part of that formula.

Instructional leadership, although commonly associated with the building principal, is also the responsibility of a variety of administrators (e.g., curriculum consultants, program directors, and staff developers). In the Crandall et al. (1983) study, reference was

made to instructional leadership as provided by a "constellation of players" (p. 19).

Cawelti (1981) suggests that a comprehensive training program for potential and practicing school administrators requires substantial time, must be a sustained effort, and entails four major components. The first component is training in leader behavior. Cawelti believes that administrators need to be helped to be sensitive to alternative models of leader behavior and the human-behavior aspects of leadership. The second component consists of training in management skills and places emphasis on the classic management functions of planning, organizing, and directing. A third component must provide training in instructional leadership and should address such topics as curriculum development, clinical supervision, staff development, and teacher evaluation. The final component is the traditional administration course of study covering such topics as school finance, theory, law, personnel, collective bargaining, public relations, and educational technology. Cleveland's Leadership Academy is designed to incorporate the training foci recommended by Cawelti.

By promoting insight and sharing among members, Harvard University's Principals' Center works to develop--personally and professionally--those influencing the quality of schools. The Center is contributing to the little known area of leadership characteristics. The program is striving to help principals reflect upon and analyze their work, in order to understand their own styles and school situations. Conditions associated with enrichment seem to include recognition, voluntary participation, protected settings, participant

diversity, principal-centered programs, knowledge sharing, and varied activities for various learning styles (Barth, 1984).

Identifying, assessing, and developing leadership skills in educational administration have been major concerns of the Montgomery County (Maryland) Public Schools (Rohr, 1984). The District has developed an extensive series of programs for potential and current school principals and other administrative or supervisory staff. Phase I of the leadership training program (Orientation to Career Development for Leadership) served primarily a career-information function to help participants make career decisions. Phase II was designed to provide participants with opportunities to learn more about the roles and responsibilities of various administrative positions; learn about administrative problems and issues confronting the school system; explore and study concepts, theories, and models relating to leadership and administration; and develop skills useful for leadership positions.

After completing this orientation/training, those electing to be considered for appointment as administrators serve in an intensive on-the-job training program. Monthly seminars are a major component of this internship program. Prior to reaching a decision regarding an administrative appointment, candidates must participate in an intensive two-day assessment program designed to provide simulation exercises that require the demonstration of specific competencies. During these exercises, the candidates are rated by evaluators. A training recommendation sheet is prepared for each candidate. Training, then, continues after an individual is appointed as an administrator.

Like Montgomery County's program, Cleveland's leadership training efforts are designed to place emphasis on gaining theoretical understanding/knowledge and practical on-the-job training under the supervision of experienced administrators. This approach is consistent with the other research findings previously reported.

Not to be overlooked is the emerging body of literature that has implications for training and development programs to be dynamic and continually searching for critical issues that need to be addressed. The need for leaders to anticipate and even plan the future is addressed in the recent works of Peters and Waterman, In Search of Excellence (1982), Naisbitt, Megatrends (1983), and Hickman and Silva, Creating Excellence (1984).

In all of the Excellence/Effectiveness studies in recent years, the building principal has been identified as the major element in the process of improving teaching and the achievement of students. The Leadership Academy is designed to help Cleveland administrators improve their skills as instructional leaders and, thereby, improve teaching and the performance and achievement level of Cleveland students.

Project Implementation

During the initial period (January 1, 1987, through June 15, 1988), three of the five proposed programs (Administrator Preparation Program, New Administrator Program for First-Year Administrators, and Administrator Renewal Program) are scheduled to be operational.

Administrator Preparation Program and New Administrator Program for First-Year Administrators. The Preparation Program enrolled 185 qualified potential administrator candidates and provided these

Figure 1. Leadership academy administrator preparation program.

(Management competencies.)

I. Implementation of the Remedial Order
- identify all 14 components of the Remedial Order
  identify areas of non-compliance of the Remedial Order
- identify strategies to remedy non-compliance with the Remedial Order components
- give at least one remedy for each identified non-compliance area

II. Understanding of Self/Others
- demonstrate the application of interpersonal skills, group process skills
  list 5 strategies for developing positive staff moral
- to write a paragraph statement of a program plan for achieving education that is multi-cultural within a work site

III. Leadership Management Fundamentals
- demonstrate skills in planning for and managing financial resources
- demonstrate decision-making skills
- demonstrate problem-solving skills
- demonstrate skills in planning and organizing day-to-day operations
- demonstrate skill in making personnel decisions
- demonstrate a variety of communication styles
- demonstrate skills in managing change
  demonstrate skills in improving school-community relations

IV. Managing the School/Central Office Site
- demonstrate skills in developing an operational plan that incorporates the Remedial Order
- demonstrate skills delegating, monitoring, and evaluating staff performance relative to Remedial Order compliance
- demonstrate skills in cooperation, coordination and collaboration as related to decentralization
- identify multi-ethnic and cultural variables in the communication process
- develop an equitable staff duty schedule

V. Instructional Leadership Fundamentals
- demonstrate assessment and evaluation skills
- demonstrate skills in planning for performance appraisal for employees
- demonstrate skill in developing equity and effective staff duty schedules
- demonstrate knowledge of skills in evaluating curriculum relative to court mandates
- demonstrate strategies to motivate staff
  demonstrate skills in creatively facilitating change

Figure 2. Leadership academy new administrator program for first-year administrators. (Management skills.)

August 1987
Develop and/or implement a school plan

Develop and/or implement equitable staff duty schedules

Demonstrate planning skills

Demonstrate skills in making decisions and delegating responsibility

Model group process skills

Plan for the appraisal of instructional effectiveness

Facilitate the handling of school visitors

Demonstrate the application of interpersonal relations skills

September 1987
Develop and/or systematic needs assessment procedures

Demonstrate the application of problem solving skills

Apply the negotiation process to resolve problem

October 1987
Demonstrate organizational skills by providing timely reports and responses to superiors

Develop and/or implement equitable and effective staff duty schedules

November 1987
Evaluate teacher performance

Demonstrate skill in making personnel decisions

December 1987
Encourage participation in program organizational development

Demonstrate knowledge of research and development techniques

Demonstrate knowledge and use of electronic data processing techniques

January 1988
Develop and implement techniques to encourage the exchange of ideas

Assist groups in resolving interpersonal conflicts

February 1988
Implement transportation, food service management, and pupil assessment policies

Demonstrate knowledge of decentralization

March 1988
Demonstrate skill in holding conferences with parents and community groups

April 1988
Attend and supervise extra-curricular activities

Improve the school's safety and health programs

May 1988
Demonstrate skills in making personnel decisions

Develop a plan to reduce the causes of stress

Apply appropriate stress reducing techniques

individuals with preparatory training between January and June of 1987. First-year administrators, then, will be required to participate in the New Administrators Training Program.

The goals of this initial effort were to (1) provide prospective administrative candidates with entry-level knowledge and skills needed to successfully assume administrative responsibilities, and (2) provide on-site/follow-up support during the first year of their administrative appointment. The objectives of the Administrator Preparation Program are presented as competencies to be achieved in Figure 1. The skill development sought through the New Administrator Program for First-Year Administrators is presented in Figure 2.

Administrator Renewal Program. The Renewal Program is scheduled to begin in September 1987. The administrators will be given opportunities to become familiar with emerging trends and practices, to practice new behaviors which may give them more of the results they need, and to acquire the administrative sharpness they desire.

Topics presented in this program will be determined by self-assessments, NASSP assessments, and needs identified for personal and professional growth by the individual and his/her immediate superior. The participants will be able to select from in-service sessions developed by the Staff Development Division and courses offered by Kent State University.

Implementation of Administration Preparation Program

(January 1, 1987, to June 30, 1987)

All certificated employees who possessed appropriate administrative certificates and management level classified personnel were eligible to apply for this program. Although the original plan

called for the training of 90 individuals, a series of events led to an agreement to provide for 185 participants.

The training focused on five major themes:

Implementation of the Remedial Order. Key elements for the implementation of the Order were discussed in-depth and were reinforced throughout all the remaining phases of the training program.

Understanding Self/Others. The development of intra- and inter-personal skills was emphasized. The intent was to develop greater self-understanding as well as improved communication. Self-assessment scales, interpersonal feedback, and nonverbal processes were used. Although brief lectures were offered, the majority of learning derived from an exploration of individual experiences, reflections, interactions, and planning application.

Leadership/Instruction Fundamentals. The primary emphasis of this component was on the preparation of the administrator to assist teachers/employees in their choice of instructional/work strategies, to evaluate the effectiveness of their work, to reinforce successful techniques, and to implement and evaluate adopted curriculum/procedures.

Leadership/Management Fundamentals. The primary emphasis of this phase of training was on establishing fundamental management skills. Skill development applications focused on such areas as communication, organization, planning, situational leadership, and management of change.

Managing the School/Central Office Site. Component training emphasized those functional management skills that are needed by

school site/central office administrators to attain the specific Remedial Order provisions, as well as District Five-Year Goals and Objectives.

A description of the planned activities included in the administrator preparation component and a presentation timeline appear in Figure 3. Changes and modifications were made as each session was planned by the instruction team.

A variety of instructional approaches were used (e.g., role playing, demonstration techniques and strategies, simulation exercises, case studies, "in-basket" activities). Workbooks and Learning Guides were developed by the instruction team members and were used by participants to further reinforce specific learnings. In addition, special workshops and courses were developed to be offered during the 1987-88 school year as supplements to the training for those who may wish to pursue more in-depth learning experiences. Many of these workshops/courses will feature a coaching/mentoring component to foster greater skill development. University credit will be available to those who participate in many of these supplemental workshops and who choose to register through the university. District administrators who have been recognized for their exemplary performance will assume leadership and major instructional responsibilities for those areas which emphasize experientially-based/direct-application learnings. Personnel from northeastern Ohio institutions of higher education will assist in providing didactic/theoretical input.

To assure that the preparation program continues as a dynamic learning experience in future year, the Staff Development Division, in

Figure 3. Cleveland City School District Leadership Academy: Administrator Preparation Program for 1987-88.

WORKSHOP DESCRIPTION

1. Intended Audience

The Administrator Preparation Program is a training program designed by the Cleveland Public School District and the College of Education, Kent State University, to prepare current and potential administrators for the unique concerns of the Cleveland Public Schools. Also, it is designed to address both certificated and classified positions at the administrative level.

2. Goals and Objectives

The goal is to prepare potential administrators for Cleveland Public School District and to renew current administrators for promotional opportunities in Cleveland schools. A workshop format will address specific leadership themes and activities that are unique to the Cleveland schools, as well as to address the Remedial Order.

3. Content

	Themes/Activities	Specific Issues That Will Be Addressed	Remedial Order	Tentative Instructors*
Session #1	.Futures/Creating a Vision for the Future Alfred Tutela, Superintendent .Philosophy of Cleveland Public Schools Administration .Remedial Order "An Overview" (all components/ unfinished business..Relationships between System/Court/OSMCR)	Change Process/Strategies Racially Integrated Schools, Desegregation and Integrated Education, Desegregated Student Assignments Fair and Equal Student Discipline, Student Rights, Classroom Management Counseling and Career Guidance	All Components	Dr. Charles Cox Dr. Pat E. Crisci Dr. Ruth Dent-Liles Dr. Fred Feitler Mr. Len Stevens Mr. Jim Coleman Mr. Ted Paynther
Session #2	Awareness of Self & Others--Adults/Students Values--Implications for Leadership/ Management	Change Process/Strategies Parent & Community Involvement, School Planning	I. Student Rights IV. Counsel/Guide VII. Human Relations IX. Student Rights XIV. Staff Desegregation	Dr. Pat E. Crisci Dr. Ruth Dent-Liles Dr. Fred Feitler Dr. Reginald Green Dr. William Konnert Mr. Ted Paynther
Session #3	Organizational/School Community Relations Management of Change	Safety--School and Transportation, Decision Making (Problem Solving), Effective Meetings	VI. Cooperative University Business/Cultural X. School/Community Relations	Dr. James Coleman Dr. Dale Cook Dr. Pat E. Crisci Dr. Ruth Dent-Liles Dr. Fred Feitler Mr. John Hairston Mr. Robert Hamed Mr. Frank Huml Mr. Ted Paynther

Session #4				
	Curriculum & Instruction/Content/Design Curriculum & Program Evaluation	Personal & Organizational Goals, Needs Assessment	II. Testing/Tracking III. Reading V. Magnet/Vocational VII. Extracurricular	Dr. James Coleman Dr. Pat E. Crisci Dr. Pauline Davis Dr. Ruth Dent-Liles Dr. Fred Feitler Dr. Reginald Green Dr. Wanda Jean Green Mr. Ted Paynther Dr. Karen Viechnicki
Session #5				
	Educational Leadership/Effective Schools Education/Supervision/Achievement Formula Due Process/Contract Management/School Law Negotiations	Human Relations, Staff Development, Preparation for Activities and Programs, Preparation for Supervision and Administration Administration	I. Student Assignment II. Testing/Tracking	Dr. Jane Applegate Dr. Charles Cox Dr. Daye Cox Dr. Pat E. Crisci Dr. Ruth Dent-Liles Dr. Fred Feitler Mr. Timothy Giles Dr. Judith March Mr. Ted Paynther Mr. Thomas Smiele Dr. Steve Thomas Mr. Benjamin Turner Mr. Al Tutela
Session #6				
	Site Budget Management/Data Management	Use of Financial Resources, Budgeting, Time Management, Using Data for Decision-Making	XIII. Managing Finance VI. Cooperative University Business/Cultural	Dr. Pat E. Crisci Dr. Ruth Dent-Liles Dr. Fred Feitler Dr. Wanda Jean Green Mr. Frank Martines Mr. Ted Paynther

*And Other Cleveland Administrators

4. Method of Evaluating Participants

Participants will be expected to attend all sessions, prepare outside reading, complete outside assignments at the descretion of each instruction team. Such assignments may include implementing strategies at the school site, observing a fellow-administrator, keeping a journal related to the experience.

5. Instructors

This workshop will be a collaborative effort between faculty from Kent State University, College of Education, and administrators and teachers from Cleveland Public Schools.

6. Credit : Three (3) Hours Graduate Credit
Meetings: Friday (4:30 p.m. - 8:30 p.m.)
Saturday (8:30 a.m. - 3:30 p.m.)

Cost: Graduate: $291.75
Undergraduate: $271.50

This workshop is offered as a pass/fail workshop under the program area of Educational Administration at the College of Education, Kent State University.

collaboration with Kent State University and an outside evaluator, will conduct ongoing assessments of all training activities. Periodic reviews of the research literature also will be conducted. As a result, program topics and activities will address the current needs of administrators and be presented according to proven theoretical/practitioner findings.

New Administrator Program

(August through May 1987)

Newly appointed administrators will receive on-site support and continued training throughout the duration of their initial year assignments. New Administrator Program activities will begin in August of 1987 with a concentrated five-day training program and continue with a one-half day session held monthly during the 1987-88 school year. The monthly one-half day sessions will focus on day-to-day operational concerns with emphasis on using problem-solving, decision-making, and skill-building techniques for conflict resolution, self-awareness, and personal and professional growth. A detailed description of the tentative activities included in the New Administrator Program component and a projected presentation timeline appear in Figure 4. After having participated in the New Administrator component training activities for one year, newly appointed administrators will demonstrate the competencies listed in Figure 2.

As a complement to these activities, the Staff Development Division, in collaboration with Kent State University, will develop a coaching/mentoring program wherein one mentor will be assigned to every 14 new administrators. The mentor will provide on-site

Figure 4. Support program for first-year administrators monthly activities and competencies. All of the topics and competencies listed below will be dealt with in the context of the Remedial Order. (Training schedule.)

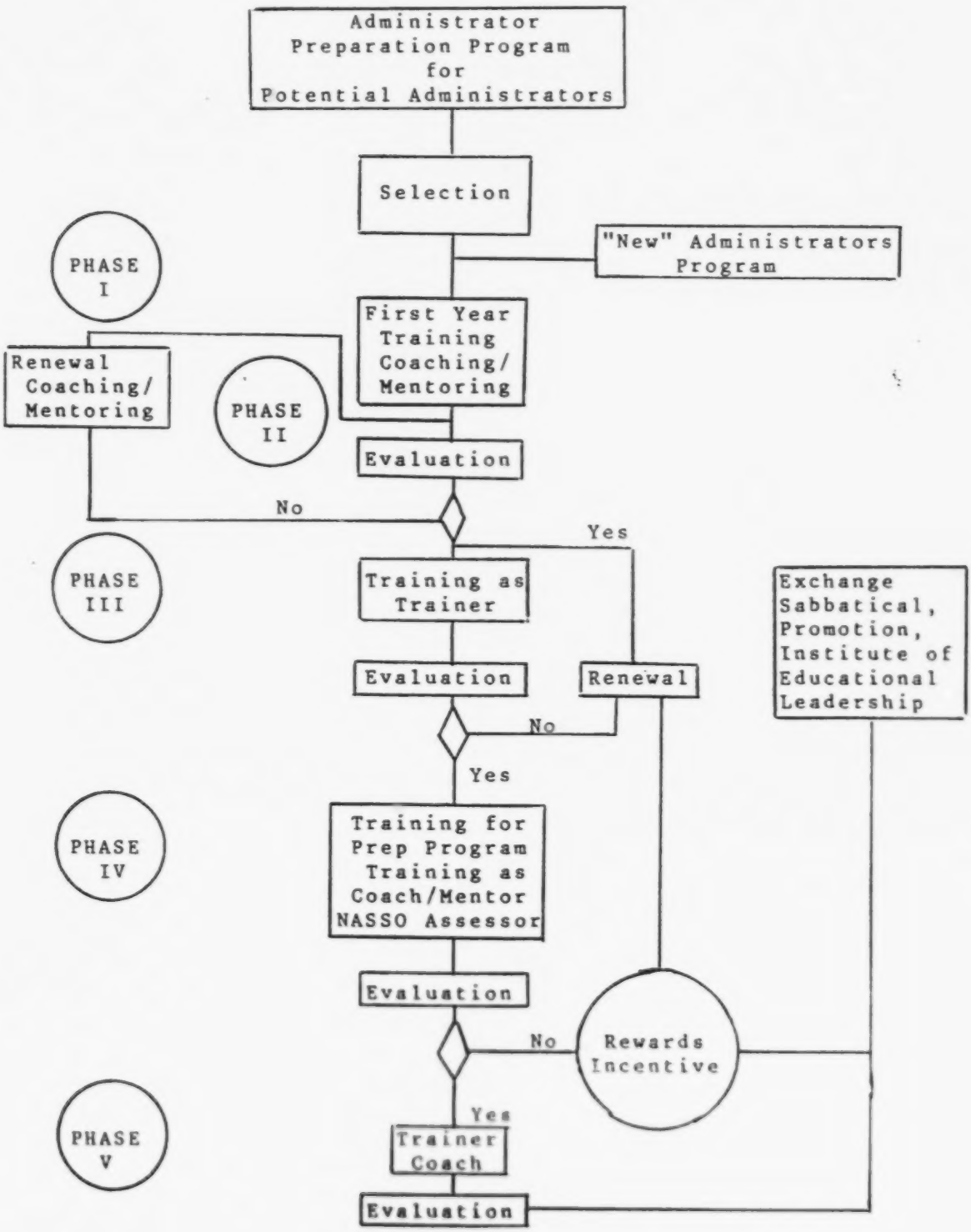
MONTH	THEMES/ACTIVITIES	COMPETENCIES
August	. Opening Schools . Staff Meetings - . Facilitate Mtg. . Establishing Trust . Setting Expectations . Organizing for Supervision . Role - Delegation . Plant Management . Student Discipline (policies/ regulations) . Achievement Formula	Develop and/or implement a school organizational plan appropriate to pupil achievement and provide a rationale for existing policies and procedures Develop and/or implement equitable and effective staff duty schedules based upon the need to supervise pupils, other tasks to be performed, expertise of the staff members, and the duty situations. Review the system for inventorying ordering, delivering, and monitoring supplies Review the action plans designed to provide for the safety and welfare of the students and others in the event natural disasters or disruptions by strikes, riots, etc. Demonstrate planning skills including needs identification, task analysis, and the ability to implement plans related to goals. Demonstrate the ability to make decisions and to delegate responsibility when appropriate to do so.

		Model group process skills and assist groups in resolving interpersonal conflicts.
		Survey the attitudes of teachers about an instructional problem of some concern and report finding
		Plan for the appraisal of instructional effectiveness.
		Hold conferences with parents and other citizens.
		Facilitate the handling of school visitors.
		Demonstrate the application of interpersonal relations skills in articulating responses to staff needs, and developing positive morale.
Sept.	Staff Development	Demonstrate ability to implement an employee contract.
	Contract Management	
	Problem Analysis	Develop and/or use systematic needs assessment procedures for assessing staff needs in relations to the instructional program.
		Study the negotiation process
		Demonstrate the application of problem solving skills.
		Develop and/or use protocols to systematically assess staff needs in relations to the instructional program.

Oct.	Time Management (Self/Others) (Principal/ Secretary co-training session)	Demonstrate organizational and system skills and provide timely reports and other responses requested by subordinates and super-ordinates. Develop and/or implement equitable and effective staff duty schedules based upon the need to supervise pupils, other tasks to be performed, expertise of the staff members, and the duty situations.
Nov.	Working with Difficult employees Documenting Difficult employees Writing effective Performance	Visit classrooms to supervise teachers or student teachers. Encourage teachers to evaluate their instructional procedures by utilizing pupil evaluations, video tape, department visitations, student follow-up studies, etc. Demonstrate skill in making personnel decisions based on current principles of personnel administration.
Dec.	Handling Categorical Programs Fiscal Management	Encourage participation in and provide opportunities for program development and and ownership. Demonstrate knowledge of research and development techniques and participate in research and development projects to facilitate achievement of educational goals. Demonstrate knowledge of the uses of electronic data processing techniques.
Jan.	Child Abuse Substance/ Alcohol Abuse	Develop and implement techniques to help teachers exchange ideas.

	Handling Gang Problems	Model group process skills and assist groups in resolving interpersonal conflicts or intergroup conflicts.
Feb.	Scheduling	Implement transportations, food service management, and pupil assignment policies.
	Transportation	Demonstrate knowledge of school system decentralization.
March	Positively and Productively with Parents	Hold conferences with parents and other lay citizens.
	Building Volunteer Programs	Facilitate the handling of school visitors.
April	Extra-Curricular Activities	Implement transportation, food service management, and pupil assignment policies.
	Athletic Personnel	Attend and supervise extra-curricular activities.
	Food Services	Study pupil activity program.
		Analyze the health and safety programs.
May	Interviewing Skills	Demonstrate skill in making personnel decisions based on current principles of of personnel administration.
	Optional - Ongoing Clinical Supervision Instruction Training	Recognize the causes of stress and develop a systematic plan to eliminate the causes.
		Management personal stress through an understanding and the application of appropriate stress-reducing techniques.

Figure 5. Coaching mentoring program.



monitoring and professional support. It is anticipated that such support will continue to be made available, on a limited basis, during the second year of the administrator's assignment. After completing two years of administrative responsibilities, each individual's job performance will be thoroughly reviewed and evaluated by the designated administrative head. Those persons judged as performing "excellent/superior" will be encouraged to participate as trainers of "new" administrators in the Academy's Preparation Program. Those persons whose performance has been judged "marginal" will be required to participate in either the Academy's Renewal or Retraining components. In consultation, the department head or area superintendent, the immediate supervisor, and the Deputy Superintendent will determine to which program the individual will be assigned. Participation will be required as a contractual obligation. Finally, any administrator judged "poor" in performance will not be issued a new administrative contract and may be returned to his/her former position in accordance with due process requirements and provisions of the Ohio Revised Code. A schematic representation of this coaching-mentoring program is presented in Figure 5.

Measuring Results

Methods of Evaluation--Year I and II

An external evaluator will be contracted to conduct an evaluation of the overall impact of The Leadership Academy operations and prepare a final report for submission to the funding agency. Each program component implemented during the first 18 months will be evaluated as follows:

Administrator Preparation Training Program

While participating in the program, newly appointed administrators will be expected to complete knowledge tests at the completion of each training session. A selected team of experienced administrators will work with the program's training instructors to develop the tests. The test will be designed to assess the participant's knowledge of the subjects being taught.

New Administrator Training Program

All newly appointed administrators as of August 1987 will be required to participate in this program. Each participant will be expected to apply on the job those concepts and skills described in the Administrator Preparation program. A selected team of experienced administrators, area superintendents, and the training instructors will develop observation checklists. The checklists must meet the approval of the Deputy Superintendent and/or other appropriate department heads before such observation/assessment activities occur. The immediate administrative head of each newly appointed administrator will observe his/her performance on at least nine occasions and complete a written assessment after each observation. Immediately following that observation, a feed back conference will be held with the assessee. In cases where competencies are <u>not</u> <u>being</u> met, the immediate superior of assessees will communicate discrepancies to appropriate department heads. This information will also be shared with The Leadership Academy coordinator to assure that training instruction, if applicable, is modified to address identified participant needs.

A final evaluation assessment will be completed by the immediate administrative head prior to the close of the 1987-88 school year.

This final assessment will represent an overall evaluation of the newly appointed administrator's first-year performance. Final evaluation results will be used to determine the attainment of the overall program objectives.

Administrator Renewal Program

Current administrators who have self-selected to participate in renewal program sessions will have the opportunity to gain new knowledge of emerging administrative trends and practices. They will also translate that knowledge into on-the-job behaviors, strategies, and techniques.

Each participant will be expected to develop a self-improvement plan as a part of his/her training. This plan will be reviewed and approved by his/her immediate administrative head. The plan will be implemented during the school year. At the end of the school year the immediate administrative head will rate the participant's performance in implementing the self-improvement plan. These assessment results will be used to determine the attainment of the overall program objectives. In years subsequent to the 1987-88 school year, all administrators will be required to develop self-improvement plans to promote their personal and professional growth.

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